STEM Objectives	
Science	Scientific Inquiry ▪ Objective 1 Generating Evidence: Using the processes of scientific investigation (i.e., framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions) ▪ Objective 2 Communicating Science: Communicating effectively using science language and reasoning. Physical Science ▪ Objective 1: Students will understand that objects have different properties that make them useful for different purposes. ▪ Objective 2: Students will understand that when an object is balanced it remains stationary until another force is applied (push or pull) that causes it to move.
Technology	▪ Objective 1: Students will be able to recognize technology in their everyday lives. ▪ Objective 2: Students will understand the relationship between science and technology.
Engineering	▪ Objective 1: Students will be able to define a problem and design a solution. ▪ Objective 2: Students will be able to test their designs, collect and analyze data, and then revise their designs based on evidence.
Math	Students will understand basic geometry and measurement concepts as well as collect and organize data. ▪ Pose questions and gather data about self and surroundings. ▪ Organize data obtained from sorting and classifying objects (i.e., lists, tables, and simple graphs).

Assessment of Initial Trap Designs			
	Demonstrated Effectively	Emerged with Prompting	Not Demonstrated
Using provided materials, students were able to design a simple trap.			
Within the design, there consisted of an object in balance (the trap).			
Within the design, there was a force that caused the object in balance to move (mechanism of “springing” the trap).			

Rubric for Engineering Design Processes			
	Demonstrated Effectively	Emerged with Prompting	Not Demonstrated
Students clearly defined the problem.			
Given a basic trap design, students were able to modify their designs to make them more effective.			
Students were able to set up investigations in order to test their designs.			
Students were able to collect and analyze data from their investigations.			
Students were able to revise their designs based on evidence.			

Rubric for Mathematical Computations			
	Demonstrated Effectively	Emerged with Prompting	Not Demonstrated
Students clearly stated question.			
Students were able to collect data from an investigation.			
Students clearly organized data in simple graphs.			